

**CLASSROOM INTERACTION IN A SPEAKING CLASS AT THE EIGHTH
GRADE OF JUNIOR HIGH SCHOOL 2 COLOMADU KARANGANYAR**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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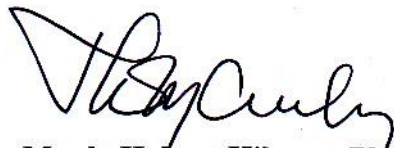
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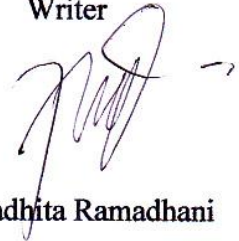
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CLASSROOM INTERACTION IN A SPEAKING CLASS AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2 COLOMADU KARANGANYAR

ABSTRACT

This study is aimed at describing: 1) the types of classroom interaction during speaking class, 2) the roles of teacher in speaking class, and 3) the roles of students in speaking class. This research used descriptive qualitative research design. The participants of the research were 32 students (18 females and 14 males). The methods of collecting data are observation, interview, and document analysis. The result of this research showed that the types of classroom interaction were 1) teacher speaking to the whole class, 2) teacher speaking to an individual student with the rest of students of the class as hearers, 3) teacher speaking to a group of members, 4) student speaking to teacher, 5) student speaking to student, 6) student speaking to group members, 7) student speaking to the whole class. There were six types of teacher roles. They were 1) controller, 2) assessor, 3) corrector, 4) organizer, 5) prompter, 6) resource. There were six types roles of students. They were 1) student response, specific, 2) student response, open ended or student initiated, 3) silence, 4) silence-AV, 5) confusion, work oriented, and 6) confusion non-work oriented. Teachers can establish a positive relationship with their students by communicating with them and properly providing feedback to them.

Keywords : classroom interaction, speaking, role, teacher, students

ABSTRAK

Studi ini bertujuan untuk mendeskripsikan: 1) tipe interaksi kelas selama kelas berbicara 2) peran guru dalam kelas berbicara, dan 3) peran siswa dalam kelas berbicara. Penelitian ini menggunakan descriptive kualitatif. Partisipan yang terlibat dalam penelitian ini adalah 32 murid (18 perempuan dan 14 laki-laki). Metode yang digunakan dalam pengumpulan data adalah observasi, interview, dan analisis dokumen. Hasil dari penelitian ini menunjukkan bahwa tipe interaksi kelas adalah 1) guru berbicara di depan kelas, 2) guru berbicara pada murid secara individual murid yang lainnya sebagai pendengar, 3) guru berbicara pada grup, 4) murid berbicara pada guru, 5) murid berbicara dengan murid, 6) murid berbicara pada grup, 7) murid berbicara di depan kelas. Peran guru ada 6 tipe. Mereka yaitu 1) pengontrol, 2) penilai, 3) korektor, 4) organisator, 5) motivator, 6) sumber informasi. Peran murid ada 6 tipe. Mereka yaitu 1) respon murid, spesifik, 2) respon murid, terbuka, 3) Diam, 4) Diam-AV, 5) kebingungan, orientasi belajar, 6) kebingungan, tidak orientasi belajar. Guru dapat memunculkan hubungan yang baik dengan murid mereka dengan komunikasi dengan mereka dan memberikan feedback yang baik kepada mereka.

Kata kunci : interaksi kelas, berbicara, peran, guru, murid

1. INTRODUCTION

Interaction is the important role in human life. Developing interaction skills can help all aspects of life, from the personal to social life. According to Brown

(2001, 165), interaction is at the heart of communication: it is what communication is all about. Students receive input and produce output when they interact with other learners. Interaction will be a popular activity especially in second language classroom because without interaction a process of studying especially for English subject is nothing. Brown (2000: 263) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that in speaking we have to express our opinion, feeling, and ideas correctly in order that every single person can understand the message.

For students at Eighth grade in SMPN 2 Colomadu Karanganyar, speaking is the most difficult lesson. The cause that makes the students difficult in speaking English is that the environment does not support the students there to speak English fluently. The key is, teacher needs to continuously monitor the student in order for him or her to be aware of any difficulties the student is having.

The first study from Margaret (2015) from University of South Africa conducted the research entitled “Classroom Interaction in Teaching English First Additional Language Learners in The Intermediate Phase.” The result showed that verbal interaction in EFAL was necessary for additional language attainment.

The second study conducted by Taous (2012) focused to demonstrating that classroom interaction could be an effective pedagogical strategy to develop the learners speaking skill. The result of this research both learners and teachers consider classroom interaction as an important strategy in improving the speaking skill.

The third study from Kasim (2015) which focused on classroom interaction was the realization of a lesson plan organized in patterns of classroom interaction. His research is an observational case study. The result of this research, is that classroom interaction is the realization of a lesson plan and classroom interaction consists of action and reaction.

2. RESEARCH METHOD

The researcher limited the study on the interaction in speaking class between students and teacher at the eighth grade in SMPN 2 Colomadu

Karanganyar academic year 2017/2018. The objects of the study were the types of classroom interaction, the teacher and students roles in speaking class at the eighth grade in SMPN 2 Colomadu Karanganyar. The data of this research is from field note about the activities teacher and students during speaking class. There were three sources of the data namely event, human, document. In this research, the researcher used three methods for collecting data, they were observation, interview, and document analysis. The techniques for analyzing the data that are used by researcher are data reduction, data display, and drawing conclusion.

3. RESEARCH FINDING AND DISCUSSION

3.1. Research Finding

3.1.1 The Types of Classroom Interaction

3.1.1.1 Teacher speaking to the whole class

In this role the teacher did activities related to the teacher fronted classroom e.g. explained material to students, gave some tasks to students, created group work.

Teacher : Okay, I will give you some examples about asking something. If I am asking you, you must answer it. Okay, let's start. "Can I have a glass of water please?"

Students: Yes. I have.

Teacher : "Can you give me some money, please?"

Student : "No, I can not, Sir."

(Adapted from the observation on January 10th 2018)

3.1.1.2 Teacher speaking to an individual student with the rest of students of the class as hearers

In this interaction, the teacher expected only one student who answered and the others were just as hearers.

Teacher : Regina, please read the text "*Going to Tawangmangu*" loudly

Regina : Yes Sir.

(Adapted from the observation on January 24th 2018)

Teacher asked Regina to read the recount text, and the other students just as hearers and must attention about it.

3.1.1.3 Teacher speaking to a group of members

In this part the teacher organized students to participate in group work. Teacher had responsibility to handle how the group work participated in learning process.

Teacher : In peer making dialogue about asking, giving, and rejecting for someone. Your peer is friend beside you.

Student : Where will we write the task, Sir?

Teacher : You can write it in your taskbook. I will give you 15 minutes to finish your task.

Student : Okay Sir.

(Adapted from the observation on January 10th 2018)

Teacher said “In peer making dialogue about asking, giving, and rejecting for someone. Your peer is friend beside you.”, it means teacher organized students to participate in group work. Teacher also gave students information what they did with their friend.

3.1.1.4 Student speaking to teacher

This point students had initiative to talk with their teacher. It happened because student did not understand about the material, they did not clearly about the information given by the teacher.

Student : Sir, I’m still not understand about the task. Can you explain it to me?

Teacher : What is asking for? Asking is ask someone to do something.

Student : So asking for expression must put in this column, Sir.

Teacher : Yes, you are right.

Student : How about rejecting, Sir?

Teacher : Rejecting is refuse something for someone. In here, there are 10 expressions. You must put each expressions in right column. Do you understand?

Student : Yes, Sir. Thank you.

**Translated from Indonesian*

(Adapted from the observation on January 10th 2018)

3.1.1.5 Student speaking to student

It was related to pair work activities. Students should make collaboration and had self-initiated with their pair. They could not finish by themselves.

Vanessa : Would you please help me?

Rossa : OK.What I can do for you?

(Adapted from the observation on January 10th 2018)

3.1.1.6 Student speaking to group of members

Teacher provided student in group work in order to improve their ability in made good communication with others and could handle every problem faced in group.

Cynthia : Guys, when we do the task? This task is for next week.

Ilham : We do not have time to finish it. Only in Sunday we can do that.

Wilda : I have bussiness on Sunday guys.

Ilham : Are you lying Wil?

Wilda : Of course no.

Andini : How about we find it by ourself then we collect it. We choose who is the best and we submit to the teacher.

All : Yes, that is good idea.

**Translated from Javanese*

(Adapted from the observation on January 13th 2018)

3.1.1.7 Student speaking to the whole class

This is the type of interaction where speaking activities student-fronted for make presentation in front of class. This purpose made students had self confident when faced to faced with other people using English.

Tia : Hi, what are you talking about?

Zahra : Salma is going to have birthday party at her home this Sunday.

Tia : Really, Happy birthday, Salma!

Salma : Thank you. Tia, would you like to come to my birthday party?

Tia : Sure.

(Adapted from the observation on January 13th 2018)

3.2.The Role of Teacher in Speaking Classroom Interaction

3.2.1 Controller

All of activities in class were under the teacher's licence. The teacher was in complete charge of the class, what students did, what they said and how they said it. Teacher control about the condition during the learning process and also control the students.

Teacher : Attention please! Don't make some noise! Listen to me!

Student : Yes, Sir

(Adapted from the observation on January 24th 2018)

Teacher asked students to listen what they said and did not make noisy situation. It included teacher control the situation and the participants during learning process.

3.2.2 Assessor

Teacher assess the student task. Teacher also can give them praise when they success to do something. In this part, teacher also to see how well students are performing.

Teacher : Alfiean, please read the recount text "*Going to Tawangmangu*" loudly.

Alfiean : Yes

Teacher : Thank you. That's very nice. You do it loudly and clearly.

(Adapted from the observation on January 24th 2018)

In dialogue above, we could see how teacher gave praise to their student when their students did something best.

3.2.3 Corrector

Teacher correct the student pronunciation, grammar and vocabulary.

The student will remember every word that teacher said.

Ilham : Ittok about fifteen minutes to take the location.
(pronunciation errors)

Teacher : It took

Ilham : It took

(Adapted from the observation on January 24th 2018)

Ilham had difficulty in pronunciation, he afraid to try but teacher always support him and corrected his pronunciation error.

3.2.4 Organizer

Teacher as a main role in here. Teacher obligation was to organize class. The teacher activities e.g. making group discussion, asked student to did the task on time, asked student to did presentation.

Teacher : Andini, please distribute this paper to your friend! Every student get one paper.

Andini : Yes, Sir. I will do it.

(Adapted from the observation on January 10th 2018)

Teacher ask Andini to distribute the paper. In here, teacher give example as a good organizer.

3.2.5 Prompter

The teacher encourages students to participate and to make suggestions about how students might proceed in an activity.

Student : Sir, I'm not understand about this question. What is the answer, Sir?

Teacher : Find the meaning of this sentence in vocabulary and you can know the meaning of that question.

(Adapted from the observation on January 23th 2018)

In dialogue above, teacher not give the answer of the question, but give some clues. Teacher is also motivate their students so they will think creatively.

3.2.6 Resource

The job of teacher in this point answered the student's questions. Teacher could be the resource of information for their student

Teacher : Okay, let's check it!
What is the meaning "especially"?

Student : Teristimewa

Teacher : You can say "khususnya, terutama". "Teristimewa is also recommended.

Student : Okay, Sir.

(Adapted from the observation on January 24th 2018)

From dialogue above, teacher be helpful and available for their students. They are also answer some questions from the students.

3.3 The Role of Students in Speaking Classroom Interaction

3.3.1 Student response, specific

Responding to the teacher within a specific and limited range of available or previously practiced answer, reading aloud, dictation, and drills.

Teacher : Please, answer my question! It is about asking, giving, and rejecting. You can classify into that expression. Okay, let's start from first expression. "Can I have some water?"
Student : Asking for item, Sir.

(Adapted from the observation on January 10th 2018)

3.3.2 Student response, open-ended or student-initiated

Student respond with their own ideas, opinions, reactions, and feeling.

Teacher : What is the root of "Seeing"?
Student : See

(Adapted from the observation on January 24th 2018)

3.3.3 Silence

Student were paused in the interaction. It means there is no interaction when a periods of time between students and teacher. It happens because the lack of vocabulary and grammar from students.

Teacher : Any questions?
Students : (just silence in a moment)

(Adapted from the observation on January 10th 2018)

3.3.4 Silence-AV

Students were silence in interaction during teacher used learning media such as LCD.

Teacher : (Explain material about recount text)
Student : (Pay attention to the teacher said)

(Adapted from the observation on January 24th 2018)

3.3.5 Confusion, work oriented

Many students talked in this time. They wanted to participate or response about what teacher said.

Student : Sir, where we write the task?

Teacher : In task book. Just write the answer yeah!

(Adapted from the observation on January 24th 2018)

3.3.6 Confusion, non-work oriented

Many students talked to the interaction and could not be record.

Students were not behaving as the teacher wishes.

Teacher : (Explain the material about recount text)

Student : (Make some noisy situation)

Teacher : Attention please! Don't make some noise!

(Adapted from the observation on January 24th 2018)

3.3. Discussion

The type of classroom interaction is very important in English learning. It depends on how teacher and students make interaction in class. In this type of classroom interaction, teacher speaking to the whole class is the main point. In here, teacher has big responsibility to handle the lack of student's vocabulary when explain the material and make them understand about it. Teacher also giving information, and encouraging students to be more active in class.

The role of teacher is to distract the students attention so they can interact naturally and spontaneously. The role of teacher in speaking classroom interaction, "Organizer" play as dominant and the most important role because in this stage teacher in such a role spends much time in engaging all the class in the interaction and ensures all participation.

Students play an active role in the learning process. The emphasis of communicative language teaching on the process of communication leads to different roles of learners. In role of students in speaking classroom interaction, "Student response specific" play as dominant role because it often appears in learning process. Students have limited vocabulary when they answered teacher's questions.

Therefore, through speaking classroom interaction, teacher can give and develop motivation and reinforcement to learners so they can study optimally. The type of classroom interaction from Malamah-Thomas (1987) framework as cited in Mingzhi (2005: 59) can give illustration to teacher about their relation with students during speaking class. The role of teacher from Hedge Tricia (2000: 26) describes what is the teacher obligation in speaking class. The students role from Moskowitz's FLINT in Brown (2001: 170) can give some duties of students in speaking classroom interaction. Teachers can establish a positive relationship with their students by communicating with them and properly providing feedback to them. Student must respect to their teacher so they have feeling enthusiastic when learning and teaching. Having established a positive relationship with student will encourage students to seek education and be enthusiastic and to be in school. It will make learning process interesting for both teacher and students.

4. CONCLUSION

Based on the findings, the researcher concluded that classroom interaction in speaking has been three important components. They are types of classroom interaction, the role of teacher in speaking classroom interaction, and the role of students in speaking classroom interaction. In this type of classroom interaction, teacher speaking to the whole class is the main point. In here, teacher has big responsibility to handle the lack of student's vocabulary when he explained the material and made the understood about it. Teacher also giving information, and encouraging students to be more active in class. In role of teacher in speaking classroom interaction, "Organizer" plays as dominant and the most important role because in this stage teacher in such a role spends much time in engaging all the class in the interaction and ensures its participation. Then in role of students in speaking classroom interaction, "Student response specific" plays as dominant role because it often appears in learning process. Students have limited vocabulary when they answered teacher's questions.

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